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ABSTRACT

The speakers' bureau, one component of the Human Resources School's career development program for physically disabled children in grades 4 through 12 is described, and information and materials for program development, implementation, and evaluation are presented. In addition, the use of speakers' bureaus both outside of career education programs and within career education programs for able-bodied and disabled students are noted briefly. The bureau enables students to talk with people in different careers about work and how it relates to other areas of life. The following objectives of the Human Resources Career Education Speakers' Bureau are discussed: to provide physically disabled students with role models and first-hand occupation information, as well as an opportunity to develop and practice interviewing techniques; to involve working people in the academic curriculum and to encourage employees and employers to perceive physically disabled students as future employees and workers; and to involve physically disabled students in their own career development. Attention is also directed to six questions that may serve as guidelines for program planning, recruiting and scheduling speakers, and preparing written information about the program. Appended materials include guidelines for speakers, questions for students to ask speakers, an evaluation instrument, data on the types and numbers of speakers, a list of about 38 publications, and an audiovisual program. (SEW)

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Career Education for Physically Disabled Students

Speakers' Bureau

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A Summary

The Speakers' Bureau is one component of Human Resources School's Career Development program. Through the Speakers' Bureau, students in grades four through twelve meet and talk with men and women who are involved in different careers and thus learn about the world of work and how it relates to other areas of life.

This monograph explains why a Speakers' Bureau is particularly valuable for physically disabled students and describes, step by step, the procedure used to set up the Human Resources School Speakers' Bureau.

Career Education for Physically Disabled Students Series

A Bibliography

Development as a Lifetime Activity

Classroom Business Ventures

Field Trips / Media Projects

A Work Experience Program

Self-Concept Curriculum (K-8)

Career Awareness Curriculum (K-8)

Decision-Making / Transitional Living Experience Curriculum

Evaluating a Career Development Program

Adapting the School Environment

Career Education for Physically Disabled Students
SPEAKERS' BUREAU

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A Project PREP Publication

Research and Utilization Institute

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Foreword

Human Resources Center began in 1952, when we founded Abilities Inc., a work environment intended to demonstrate the capability of disabled individuals for participation in America's competitive economy. Had someone told me then that someday I would be President of an organization that included an internationally renowned demonstration work center, a school which provides educational, vocational, social and recreational opportunites for severely disabled youngsters and attracts thousands of visitors every year, a Center whose programs encompass job training and placement, academic and vocational education, independent living, research and information dissemination, and a national Center on Employment of the Handicapped, I would have asked him to step aside and let me continue with the business of the day while he dreamed for me.

Now, 28 years later, we have assembled under the auspices of Project PREP the finest staff of researchers in vocational rehabilitation and career education in the world. We are charged with a great responsibility—to reach out to communities across this nation and share with them the knowledge we have amassed that helps prepare disabled individuals to become independent and productive citizens.

During my tenure as Chairman of the White House Conference on Handicapped Individuals, I had the opportunity to travel all over the United States meeting with disabled people, members of their families, and other interested parties. I found that more than three million disabled individuals in the United States ask little more than the opportunity to receive an education, secure a job, and become taxpaying, contributing citizens of this great nation.

It is our destiny at Human Resources Center to unite several great forces in our nation's economy— industry, organized labor, education, and rehabilitation—in a monumental effort to provide opportunities for handicapped Americans to achieve their fullest potential as human beings.

Henry Viscardi, Jr.
President

Preface

Since 1952, Human Resources Center has created methods to integrate the nation's disabled into the mainstream of American life. This effort has centered particularly on the problems of job preparation and placement.

In 1976, a major five-year program was launched to examine issues related to the career development of the severely physically disabled, especially during the transition years from school to work. This program, known as Programmatic Research on Employment Preparation (Project PREP), examines the role of the education, rehabilitation, and employment communities as they interact to create an environment most conducive for career fulfillment for the disabled. The results of this research are providing the foundation for a national Center on Employment of the Handicapped to be established at Human Resources Center.

The Project is involved in developing and testing a career-development model for those with severe physical disabilities. This model is being formed on the basis of information from three major research components—Career Education, Vocational Rehabilitation, and Employment. Each of these areas is being studied to determine (a) contributions from each sector that promote, or have the potential to promote, career development; (b) gaps in knowledge in relation to career needs of students, clients, and other individuals with severe physical disabilities; and (c) methods to utilize the contributions found in item (a) and other techniques, in order to fill the gaps discovered in item (b).

This search enlists the help of experts throughout the nation from education, rehabilitation, industry-labor, other related fields and, primarily, the disabled themselves to find solutions to these important problems. Findings will be disseminated nationally through publications, conferences, multimedia materials, and training and technical-assistance programs. Target audiences include researchers, disabled individuals and their families, educators, rehabilitation practitioners, employers, labor-union personnel, government officials, and other interested individuals.

Human Resources Center provides an ideal setting for this project. The school and rehabilitation services provide laboratories for gathering informa-

tion and for testing out ideas to understand the "supply" side of the labor market equation. The Center also sponsors the Industry-Labor Council, whose hundreds of corporate and union members comprise a significant portion of the "demand" side.

Specific foci of each research area are as follows:

Career Education. Career Education provides the opportunity for students who are disabled to increase their awareness and knowledge of the world of work. Special needs of students with severe physical disabilities are addressed through curricula developed for self-concept, decision-making and career awareness. These curricula are being tested and their impact evaluated through student, teacher, and parent feedback. Finally, research will be undertaken to explore mainstreaming needs and to develop strategies for more effective mainstreaming of students with severe physical disabilities.

Vocational Rehabilitation. This research area explores the problems involved in the preparation of clients for meaningful career opportunities. This research is concerned with job readiness, placement and career development. While emphasizing the placement aspects of vocational rehabilitation programming (e.g., job-analysis, job-development and job-search skills), the importance of adequate evaluation and training programming is also covered to establish the parameters for adequate preparation.

The research incorporates the viewpoint and knowledge of disabled individuals and their families, employers, rehabilitation professionals, and other manpower specialists on problems of entering, maintaining, and advancing in employment.

Employment. The final core area is aimed at discovering the problems of industry-labor and employees in the provision of career opportunities for individuals with severe physical disabilities. This research attempts to discover major adjustment problems of disabled workers so that deficits can be addressed via alterations in the career education, vocational rehabilitation, and / or employment systems. This research attempts also to identify strategies used in industry that may be relevant for inclusion in career education and / or vocational rehabilitation programming.

Studies will concern the career patterns of disabled workers as well as the organizational patterns of employers with respect to provision of career opportunities. Research also will identify the extent to which job-modification techniques have been adapted and found useful by employers and unions.

The above areas are seen as aspects of the overall development of an individual from school through work as he / she prepares for, realizes, and enhances a career. Project PREP seeks to identify and explicate this process and its components. An important aspect of this work will be a description of

how education, rehabilitation, and industry-labor can interrelate to provide a smooth path for individuals with severe physical disabilities to achieve maximum independence and fulfill their productive potential.

Jack Victor, Ph.D.
Director of Research and Research Utilization

Acknowledgments

We would like to thank the men and women who took time from their work to participate in the Speakers' Bureau. Their willingness to share their experiences with our students is greatly appreciated.

The 4th-12th grade Human Resources School teaching staff offered suggestions and was cooperative and flexible in helping us coordinate the Speakers' Bureau. In particular, we would like to thank Sue Gordon, Pat Iannucci, Maryann Cicchillo, Frank Ryan, and Eileen Mulvaney for their help.

Frederick Shore, Superintendent of Human Resources School, enthusiastically supported and encouraged the project, which made our work much pleasanter.

We also thank Robert Gibney, Principal of Human Resources School; Betty Conlon, Marie Bennett, and Sue Quinn, secretarial staff of Human Resources School; Ethel Hyman and Laurie Friedman, Coordinator and Junior Coordinator of Special Events; and Robert Hanley, Human Resources School Media Librarian; for their goodnatured cooperation and assistance in helping us coordinate student schedules, room arrangements, information bulletins, and audiovisual equipment so that speakers and students would be in the same place at the same time.

Paul Henfield helped us improve the evaluation design and Catherine Lombardi assisted with the evaluation process.

Our secretary, Jill Monahan, was indispensable. In addition to carrying out the secretarial tasks involved with the Speakers' Bureau, she also assisted with the evaluation process. Most important, we were confident that she would handle any unforeseen events and / or problems.

Constance Scarabino, secretary to John Palmer, assisted with secretarial tasks.

We are grateful to Sue Hamberg for her fine editing of this manuscript and to Jane Berger for designing such an attractive publication.

Finally, and most important, we thank John Palmer for his constant support of the Speakers' Bureau. His interest and encouragement made it possible for us to develop a first-rate program.

Introduction

A *speakers' bureau* can be a lively and useful component of a career education program for severely physically disabled students because it literally brings the outside world into the classroom. Through a speakers' bureau, people representing a wide variety of occupations come to the school to describe their work activities to students.

For students whose limited mobility is further restricted by architectural barriers, a speakers' bureau is a case of bringing the mountain to Mohammed. Most physically disabled students simply do not have everyday opportunities to interact with employees and employers at their work sites. Everyday activities, which able-bodied students take for granted, such as ordering a hamburger at McDonald's, asking a policeman for directions, or buying records at a record store, provide occupational information that physically disabled students generally miss. A speakers' bureau, as part of a comprehensive career education program, is one way to compensate for this situation as it brings working people to the school and gives physically disabled students an opportunity to speak directly with them. Conversely, meeting physically disabled students within the context of a career education speakers' bureau encourages participating employers and employees to perceive physically disabled students as future workers.

This monograph will first discuss how speakers' bureaus are used outside of career education programs. This will be followed by a description of several career education programs for able-bodied students. The third, and major, part of the monograph will consist of information on how to plan, implement, and evaluate a speakers' bureau for physically disabled students.

Career Education for
Physically Disabled Students

SPEAKERS' BUREAU

Speakers' Bureaus Outside of Career Education Programs

Though they do not use the label "Speakers' Bureau," early childhood teachers often invite their students' parents, such as firemen, policemen, grocers, shoemakers, and others, to visit the classroom to talk about their work.

Thus, young children first learn about jobs that are performed in their community through direct contact with parents and other working people in the neighborhood. The impact of this exposure can be seen in the children's dramatic play. As they assume the role of a parent going off to work in the morning, a policewoman directing traffic, or a grocer selling fruit to shoppers, their perceptions of these occupations are obvious. Ironically, this first-hand exposure to the world of work and the subsequent dramatic play occur at an age when children are farthest from participating in the adult world of work. In later years, the school curriculum is usually based on commercial textbooks rather than on real-life experiences. Consequently, special career education programs have been developed to introduce and prepare students for the working world in which they will participate for most of their adult life.

Speakers' Bureaus Within Career Education Programs

SPEAKERS' BUREAUS FOR ABLE-BODIED STUDENTS

An extensive review of available literature brought forth only three examples of career education speakers' bureaus. Though their formats varied, all three had certain common characteristics:

1. They narrowed the gap between the academic world and the world of work by bringing employees into the classroom and directly involving them in the curriculum.
2. They provided students with realistic, positive role models. (Often students' perceptions of various jobs are based on movie and television characters. Meeting people who actually do the jobs provides a basis for more accurate perceptions.)
3. They gave students an opportunity to develop their interviewing skills. (Speakers are a source of occupational information. Through question and answer sessions, students are encouraged to take an active role in their own career development.)

The first example described the planning and organization of a speakers' bureau which was part of an intensive two-week career awareness program for eighth-grade students. Using the community as their prime resource, an eighth-grade English teacher and a guidance counselor developed a two-week career awareness program. Planning for the speakers' bureau began two

months before the program. Guided by the English teacher and the guidance counselor, the teaching staff used a form letter with a returnable coupon to contact parents and employers, asking them to take a student to work with them for a day or part of a day, or to speak to a group of children about their vocations.

Short newspaper articles were written to attract participation from additional parents and employers. As responses from speakers were received, a master schedule was developed within the framework of the school's eight-period day, with only one speaker scheduled per period.

People who agreed to participate received: written confirmation specifying their speaking date, time and place; a speaker's guideline, and a school map. If audiovisual materials were needed, speakers were asked to contact the staff in advance so that necessary arrangements could be made.

Students were scheduled to attend speeches about the occupations in which they were interested. Teachers were assigned to sit in on at least one presentation to avoid discipline problems, handle unforeseen emergencies, and introduce each speaker to the group. A copy of the master schedule was given to all teachers for attendance purposes.

Letters of invitation to attend any or all of the presentations were sent to the Board of Education and various school administrators. A speakers' schedule was published in the local newspaper. Interested parents and community residents could attend by prior appointment. Early interest and enthusiasm for the program were generated by bulletin boards and other displays, including student-designed posters illustrating specific careers.

Students were required to write thank-you notes to the speakers after their presentations. These notes were mailed to each speaker at the end of the program along with a thank-you letter from the staff.

Upon completion of the program, students were given evaluation forms to complete for the career awareness program; this information was used to plan the following year's program.

Another program, "Project People," in Bowling Green, Kentucky, promotes the concept of using a working person to help teach elementary school students career awareness. Focusing on the person rather than the occupation makes career education more personal and meaningful to students. In this eight-year-old program any working person involved in any occupation may be invited to speak to the students.

Student preparation for "Project People" focused on developing good interviewing techniques to elicit desired information. In their evaluation of the program, a reviewing team from the Kentucky Department of Education emphasized the importance of developing a good interviewing technique as it is a generic skill which can be used in many situations. The team also commended the involvement of the community and parents in the program.

Visually handicapped junior high school students and able-bodied elementary school students participated together in Philadelphia's Self and Career Awareness Program for elementary level students. One component of the program involved inviting visually handicapped employees in various jobs to come to the classroom to talk about and demonstrate their work to the students. This experience gave the students an opportunity to touch, feel, and participate in a "hands-on" activity.

SPEAKERS' BUREAUS FOR PHYSICALLY DISABLED STUDENTS

Ideas and techniques from the aforementioned programs have been incorporated into the Human Resources School Career Education Speakers' Bureau. The goals may be the same or similar to those of a speakers' bureau for able-bodied students. What is different is the way in which these goals are interpreted, what is done to meet them, and the meaning they have for physically disabled students.

The six objectives of the Human Resources School Career Education Speakers' Bureau are:

1. To provide positive role models for physically disabled students,
2. To provide physically disabled students with first-hand occupational information,
3. To provide an opportunity for physically disabled students to develop and practice interviewing techniques,
4. To involve working people in the academic curriculum,
5. To encourage employees and employers to perceive physically disabled students as future employees and workers, and
6. To encourage physically disabled students to become actively involved in their own career development.

These goals are elaborated on below.

1. To provide positive role models for physically disabled students. Physically disabled employees are highly effective role models for physically disabled students contemplating their employment future.

As mentioned earlier, physically disabled students have fewer opportunities than able-bodied students to see and interact with employees on the job. Those they do see are almost always able-bodied. Therefore, providing role models is a major responsibility of a career education program for physi-

cally disabled students. Students need to know that people like themselves successfully take on the various adult roles in our society. To witness a man who is a paraplegic describing how he teaches chemistry, or a woman with cerebral palsy outlining her job as a clerk at a race track has the twofold benefit of motivating students to picture themselves in the roles of working adults and, at the same time, introducing them to the specific things one must do to obtain such a position.

Roughly fifty percent of the participants in the Human Resources School Career Education Speakers' Bureau are physically disabled. Students identify with physically disabled speakers on a very personal level as evidenced by their questions concerning the effect a disability has had on the speaker's feelings and social life: Did you feel sorry for yourself when you were a little girl? Did you ever get angry at your brothers and sisters who weren't disabled? Did you ever wish that you weren't disabled? Occasionally, a question is asked concerning the effect of the disability on the person's work life, such as: How do you get to work? The focus of their questions most probably reflects the students' normal interest in their own lives at present and their inability to concern themselves with something in the distant future.

2. *To provide physically disabled students with first-hand occupational information.* Research supports the merit of the personal contact provided by a speakers' bureau. Wehrly (1973) studied fourth, sixth, and eighth graders and found that these students knew more about occupations with which they had direct contact than they knew about others. Nuckols and Banducci (1974) reported that in testing 648 high school senior boys for their knowledge of selected occupations, all students, regardless of their academic achievement, social status, or formulation or nonformulation of future plans had a greater knowledge of low-level occupations than of high-level occupations. Personal experiences were positively related to the knowledge students had of occupations.

Limited mobility often precludes physically disabled students from having direct contact with working people who have public visibility, such as salespeople, police, small-business owners, beauticians, supermarket managers, and others. Because their social life is often limited to the contact they have with classmates during school hours, they do not generally meet their friends' parents, which would be another opportunity for direct contact with working people. A speakers' bureau compensates for this situation by bringing working people to the classrooms.

3. *To develop and practice interview techniques.* If students are to take an active role in their career development, it is important for them to learn certain skills, one of which is decision-making. Obtaining information is a basic step in the decision-making process, and one way to obtain information is by

interviewing people. A speakers' bureau motivates students to develop and practice interviewing techniques. As mentioned earlier, educators who reviewed "Project People" emphasized the importance of developing interview techniques as it is a generic skill which can be used and transferred to any situation.

4. *To involve working people in the academic curriculum.* Traditionally, the academic world and the world of work have operated independently of each other. A main goal of career education is to have students appreciate the relationship between their academic curriculum and their future in the world of work. By asking people in a variety of occupations about the education and/or training they need for their jobs, students obtain information that can be useful in planning their academic careers and may also help them to see the potential value of all academic subjects. In addition, speakers often distribute material that can later be incorporated into the academic curriculum.

5. *To encourage employees and employers to perceive physically disabled students as future employees and workers.* When employers think of recruiting people for jobs, it is important that people who are physically disabled are included in the labor pool under consideration. Many employers and employees have never had any contact with physically disabled workers. Therefore, a speakers' bureau serves as a means of introducing them to physically disabled students in a work-oriented context. Since the basis of the speakers' bureau is a mutual interest in gaining and imparting occupational information and discussing work-related topics (e.g., educational and training requirements for a specific job, how the job affects one's life-style, personal likes and dislikes about a job), speakers and students tend to perceive each other in terms of how each relates to work.

6. *To encourage physically disabled students to become actively involved in their own career development.* Many physically disabled students are physically dependent on friends, relatives, and other adults for assistance in activities of daily living. Though the degree of dependence varies, the psychological consequence is generally the same: a feeling of impotence regarding their ability to control their own lives or affect their environment. The over-protective and custodial attitudes of many parents and professionals further contribute to this situation.

Through a speakers' bureau, students are directly and actively involved in a program that will give them information they can use to plan their own careers. There is no teacher, guidance counselor, rehabilitation counselor, or parent to act as an intermediary and filter the content before it is presented to the students. The students themselves question speakers and interpret the

answers as they choose. They also have a strong voice in determining who will be invited to speak. The active role of the students in a speakers' bureau gives them a realistic basis for having confidence in their ability to take the initiative in other situations, both career and noncareer related.

These objectives provided a basis and frame of reference for the staff to plan the Human Resources School Speakers' Bureau.

The Human Resources School Career Education Speakers' Bureau

PLANNING THE PROGRAM

In planning the Speakers' Bureau, the staff raised and discussed the following questions:

1. Which staff members will participate in planning the Speakers' Bureau?
2. Who will the speakers be?
3. Which grade levels will participate in the Speakers' Bureau?
4. What will the speakers talk about?
5. How often will the Speakers' Bureau be held, and what will the speaking format be?
6. What will the students' role be, and how will they be prepared for it?

These questions served as guidelines for planning the program and were resolved in the following manner:

1. Which staff members will participate in planning the Speakers' Bureau? It was decided that the Speakers' Bureau should have as much staff input and participation as possible. One person, however, must assume responsibility for coordinating the program tasks: recruiting and scheduling

speakers, preparing guidelines for students, arranging for a room and any audio-visual equipment needed, and sending follow-up thank-you letters to all speakers. Usually, the school guidance counselor will assume this role in a school-wide program.

2. *Who will the speakers be?* The speakers who were chosen to participate in the Human Resources School Career Education Speakers' Bureau represented occupations in which the students expressed interest and which were possible for physically disabled students to perform. It was also recommended that speakers represent occupational fields where openings could be anticipated at the time students would be seeking employment. After these occupations were identified, the staff tried to recruit an equal number of men and women, able-bodied and disabled, professional and nonprofessional, to provide students with positive role models and to present a realistic picture of working-world demographics.

To identify these occupations, the staff surveyed students as to their career aspirations, studied labor forecasts, and questioned working people about the physical requirements of their positions. The occupations selected most often by the fifth- and sixth-grade students who participated in the career education program were doctors, nurses, professional athletes, and policemen. Labor forecasts predicted that the health field was definitely growing, and the demand for doctors and nurses, especially, would increase. For those who wanted to be policemen, however, labor forecasts indicated that the competition would be stiff. Although no information was available, it was assumed that aspiring athletes would also face very strong competition.

After speaking with people in these occupations, the staff concluded that the strenuous physical demands made on doctors, nurses, policemen, and athletes, both on the job and in their professional education and/or training, would prevent most severely physically disabled students from entering these professions. Since the staff still wanted to build on the students' interests, it was decided to explore jobs related to those the students had chosen.

Contacting the Community Relations Department of a local hospital led to a Medical Careers Day. Six hospital employees spoke about their medically related jobs—chief clinical dietician, medical records clerk, medical transcriber, coordinator of a social work education center, lab technologist, and medical review clerk.

A police officer, who was head of the Nassau County Police Department's Personnel and Accounting Bureau, spoke to the students about civilian jobs in the department for which they might be eligible, such as a 911 operator, mechanic, or graphic artist.

A young man, who was a paraplegic as a result of an accident, told the students how he rechanneled his sports interest into a career as a recreational therapist and developed a course in wheelchair skills.

3. *What age group will participate in the Speakers' Bureau?* Students in grades four through twelve participated in the Human Resources School Speakers' Bureau. The staff decided that the social awareness and attention span of fourth graders are at a level high enough for them to be interested in and capable of learning about various careers through a speakers' bureau format.

Older students showed interest in the preparation necessary for various careers, in salary levels, and other practical information; younger students, who were in the self-awareness and exploratory stages of career development, focused on the more exciting aspects of different jobs, asking questions like: Does a 911 operator report murders?

4. *What will the speakers talk about?* The speakers talked about their jobs. They told the students what they do, the preparation, education, and / or training required for their particular positions, the salary range for their occupations, what they especially liked and disliked about their work, its effect on their life-styles, whether or not they had to bring work home with them, their work schedules, and other work-related topics.

5. *How often will the Speakers' Bureau be held, and what should the speaking format be?* Speakers were scheduled once a week, for half an hour, throughout the school year. They spoke to groups of fourth and sixth graders or seventh and eighth graders. In the coming year, the program will be extended to grades nine through twelve. There were approximately twenty-five students in each group, a size which helped to create a personal, informal atmosphere and enabled all students to question the speaker. Speaking time was approximately fifteen minutes. In some instances, fifteen minutes was too long a time for the students to listen to a speaker. They became distracted and did not actively participate in the question and answer period. To foster more active student involvement, Dr. Robert Hoppock, Human Resources Center Career Education National Advisory Committee Member, suggested that, in the future the staff prepare questions for students to ask each speaker and give them to students prior to the speaker's presentation. The students will use them to begin each Speakers' Bureau session; when they finish asking questions, the speaker may add additional information.

Speakers were encouraged to bring "tools of the trade" with them to help illustrate their work. These tangible examples of work stimulated and held student interest, and made it easier for speakers to explain their work activities. For example, a newspaper copy editor brought the original copy of a story she had edited. The copy was projected on an overhead screen and students, each with a Xerox copy of the story in front of them, made suggestions as to what changes were necessary, and watched as the editor edited the copy.

Speakers were advised to speak in simple, concrete terms to maximize student interest and understanding. For example, when asked what she spent most of her time doing, the copy editor did not say, "I edit all copy for the news section." Instead, she explained how she checked each story to make sure that words were spelled correctly, punctuation marks were placed appropriately, and the story included all the necessary information.

Speakers were often concerned that they might not be "objective" in their presentation. They tended to think that their work history was atypical and that they would be misleading students if they described their actual experiences. What they believed to be most atypical was the influence of chance in their work lives. They seemed to think that a completely planned career was the acceptable norm. However, after listening to numerous speakers express this sentiment, the staff concluded that chance was a factor one could almost count on to influence one's career. The staff stressed to the visitors that one of the main purposes of the Speakers' Bureau was to learn how different people perceived their work and how it affected their lives. If further "objective" job descriptions were sought by students, they were directed to the Department of Labor's Bureau of Labor Statistics' Dictionary of Occupational Titles and/or Occupational Outlook Handbook.

6. *What will the students' role be, and how will they be prepared for it?* Students played an active role in the Speakers' Bureau. They requested speakers who represented specific occupations, interviewed speakers, and evaluated the Speakers' Bureau through student input sessions. The staff prepared students for these activities by developing and distributing a Student Questionnaire at the beginning of the term. A few days before each session, biographical and job information sheets about each speaker (see Appendix B), and a list of ten to fifteen questions for students to ask the speaker (see Appendix C), were distributed to the students. In addition, a Student Input Session was held after the program was in progress to give students and staff an opportunity to discuss the Speakers' Bureau to date, to identify its strengths and weaknesses, and to make recommendations for the future.

PROGRAM IMPLEMENTATION

Recruiting and Scheduling

Recruiting and scheduling speakers was the first step taken to implement the Speakers' Bureau. The forty-two people who participated in the 1978-79 Human Resources School Speakers' Bureau represented a variety of occupations (see Appendix F).

Where does one find a recreation therapist, an accountant, a para-legal, and a small-business owner, and how does one persuade them to take time off from their workday to speak to physically disabled students? This is what we did.

The staff listed the occupations desired for the Speakers' Bureau and then identified information sources for each occupation. For example:

Occupation Desired	**Information Sources**
Para-legal	1. Legal Aid Society 2. American Bar Association 3. Staff member's cousin 4. Human Resources Center graduate who is now a lawyer 5. University law school's alumni club
Sports-related Occupation	1. County Department of Recreation 2. Sports Department of local daily newspaper 3. Human Resources Center's Director of Physical Education 4. Local medical school's rehabilitation center
Small-business Owner	1. Shopkeepers on a local main street 2. Staff member's friend who owns a small business 3. Local Chamber of Commerce 4. Display ads in local weekly newspaper

Other information sources included students' parents, professional organizations, articles in local newspapers about people doing different jobs, local newspaper reporters, working friends, Community Relations Departments of various businesses and organizations, Boards of Trustees, and employees in publicly visible jobs, such as salespeople, civil service clerks, small-business owners, and police officers.

After information sources were identified, recruiting began. All exploratory contacts were made by phone. The purpose and nature of the Career Education Program was explained to each person, as well as the specific objectives of the Speakers' Bureau. Scheduling and recruiting took place simultaneously. Speakers were given their choice of several available dates and times to make it easier for them to make definite commitments and minimize follow-up phone work. The recruiters attempted to get brief biographical information, job title, and a job description from those people who agreed to speak. This information was used to brief students prior to the appearance of

the speakers. People generally viewed the Speakers' Bureau and Career Education positively and were helpful in suggesting other people and organizations if they could not participate themselves.

Some speakers were recruited quickly and with a minimum of effort. A graphic designer at Human Resources Center agreed to speak to the students on two days' notice. Obtaining a speaker from a daily newspaper was a bit more challenging. While the representative of the newspaper's Community Relations Department was skeptical about the feasibility of employing physically disabled people in professional positions (i.e., editorial, production), he was willing to consult the Production Manager. Unfortunately, the Production Manager was not receptive to the idea. The Community Relations Department representative then suggested speaking to one of the news editors who, in turn, recommended a copy editor who was quite enthusiastic about participating in the program. None of the editors had ever seen a physically disabled person working on a newspaper, but all were intrigued with the idea. The woman who spoke to the students was a great success.

Preparing Speakers and Students

Once speaking commitments were made, both speakers and students had to be prepared for the Speakers' Bureau. Written information about the program and speaking guidelines were sent to the invited guests (see Appendix A).

A few days prior to the speaking session, students were given biographical information about the speaker and a description of his/her job (see Appendix B). This gave students time to familiarize themselves with the individual's occupation and to think of questions that would elicit the information they were seeking.

To promote immediate, active, student involvement in the program, the staff also developed a list of questions for the students to ask each speaker (see Appendix C). Often students wanted to ask a question, but they did not know what to ask, or they forgot a question they had previously planned to ask. A list of questions on hand prompted short memories, stimulated ideas for new questions, or simply provided questions for students who had none of their own.

Some of the questions were constructed so as to be generic to all occupations, such as: What is the salary range for this occupation? What do you spend most of your time doing? What education and/or training did you need for this position? What physical abilities are necessary for this position? Questions pertaining to the particular occupation were also included, such as: Do you have to be good in math to be a computer programmer? Is it upsetting to work with sick people?

Teachers encouraged students to think of the Speakers' Bureau as an

opportunity to obtain information that would be useful in their career development. It generally followed, too, that students who asked questions usually found the program more interesting than those who sat passively and depended on a lively speaker to keep them alert.

The importance of having students assume an active role in the Speakers' Bureau cannot be overemphasized. Physically disabled students spend much time and energy waiting for others to help them perform certain activities and watching other people do things they cannot do. Not only do these experiences promote passive, dependent behavior, but they prevent students from having the normal opportunities to show initiative, take risks, assume responsibility, and explore new things. The Speaker s Bureau gives students ongoing opportunities to practice active behaviors which are necessary for successful career development.

After the session is over, it is important to give feedback to the speakers. Many of the speakers in the Human Resources School Speakers' Bureau expressed uncertainty as to whether or not they had been "successful." Pointing out the positive aspects of a presentation made speakers feel that they had made a worthwhile contribution. A follow-up thank-you letter to each speaker is also recommended.

Follow-through with students is necessary, too. Just as teachers prepared students for the Speaker's Bureau by discussing the nature of the speaker's occupation and preparing appropriate questions, it was important to review what had occurred during the session. A brief discussion about the speaker was a natural post-Speakers' Bureau activity. Long-range follow-through involved integrating information presented in the session into other curriculum areas, such as values and decision-making.

EVALUATION

The Human Resources School Speakers' Bureau was evaluated by teacher and staff observations, a written multiple-choice appraisal developed by the Career Education staff, and student input.

Teacher and Staff Observations

Positive observations included the number of questions asked by students and their attentiveness during the session, students' interest in the program as expressed by requests for specific speakers or occupations, further reading about the occupation, investigating occupational requirements and how to fulfill them, and so on.

Multiple-Choice Appraisal

Whereas observations evaluated students' affective reaction to the Speakers' Bureau, the nine-question multiple-choice appraisal developed by the staff (see Appendix D) ascertained the amount of career information knowledge the students had acquired as a result of participation in the Speaker's Bureau.

For example, a sample questions might be: Which of the following occupations can be done at home? (Circle A, B, or C.)

A. Accountant
B. Newspaper editor
C. Lab technologist

Student Input

In the middle of the year, students were asked for feedback on the Speakers' Bureau. The staff wanted to know which speakers the students liked or did not like, if they wanted more personal or more occupational information, more speakers or fewer speakers, different occupations, and so on.

The students were very direct in their comments. They requested, for the future, a rock musician, a sportscaster, a beautician, and an interior decorator. The students suggested that speakers spend more time discussing occupational information and less time on personal history. Their requests and suggestions were recorded and will be considered when it is time to recruit new speakers.

CONCLUSION

A Speakers' Bureau is an effective, interesting way to actively involve physically disabled students in their own career development. Discussions with people who represent a variety of occupations give students an opportunity to develop an extensive career information base which they can use in planning their own careers. At the same time, students are provided with positive role models.

It is also a means of introducing employees and employers to students who are physically disabled. In many instances, this initial meeting becomes the catalyst for further employer involvement in career education. Field trips, work

experience placements, equipment, and suggestions for classroom curriculum have been some of the unsolicited, but welcome, benefits contributed by speakers who were enthusiastic about the program.

The Speakers' Bureau is an ongoing, evolving component of career education. We look forward to the time when many Human Resources School students who enter the world of work will participate in the program as speakers.

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Appendices

APPENDIX A

Guidelines for Speakers

1. Speak slowly, in simple, concrete terms free of technical jargon. When describing your position, assume students have no knowledge of your job.

2. Describe your position in terms of daily responsibilities, positive and negative aspects of the job, and how it influences your life-style.

3. Specify the education or training necessary for the position.

4. Mention any special skills and / or talents that help you to perform your job.

5. Discuss childhood interests and hobbies that may have a relationship to your present occupation.

6. Comment on the future of your occupation in terms of employment opportunities and social impact.

7. Tell an occasional joke, funny anecdote, or related story to help loosen the students (and you) up a bit.

8. Bring "tools of your trade," if possible. These tend to add zest to your presentation.

Finally, the kids want to see and hear you. You are an exciting person from the "outside world." Your input helps the students to see how their school work relates to the world of work around them.

APPENDIX B

Speakers' Profiles

Lou Esposito, Instrument Technician

Lou Esposito is an instrument technician at an aircraft instrument corporation. He repairs aircraft instruments, such as fuel gauges and gyros (gyros measure direction and altitude), which are necessary if an airplane is to fly safely. When these instruments do not work correctly, it is Mr. Esposito's job to find out why they do not work and then repair them. Mr. Esposito uses special testing equipment to check the performance of the different instruments.

Mr. Esposito contracted polio when he was three years old. He went to school at St. Charles Hospital until he was eleven years old. His teachers told him that it was important to get a good education in order to secure a good job. Mr. Esposito studied at the Bulova School of Watchmaking and was a jeweler for twelve years before he became an instrument technician. While he worked at Bulova, he played on the "Bulova Watchmakers," a wheelchair basketball team.

Mr. Esposito is now forty-seven years old. He lives in Smithtown with his wife and two sons. During his free time, he coaches his son's Little League team which, he is proud to say, won the Little League World Series last year.

Career Education Speakers' Bureau
March 22, 1979
4th, 5th, 6th, 7th, and 8th grades
Self-employment Day

Gerry D'Agostino, Proprietor (small business)

Gerry D'Agostino owns and operates a sharpening and repair service. He sharpens and repairs knives, scissors, saws, axes, and almost any other tool that has a blade. Mr. D'Agostino does all the sharpening and repair work himself and also manages the business—keeping track of inventory, paying bills, keeping accounts, advertising, and so on.

Mr. D'Agostino is twenty-eight years old. He grew up in Roslyn, Long Island, and says that he was always tinkering with cars, radios, watches, and anything else that could be taken apart. After graduating from the State University of New York at Oswego, where he studied Industrial Arts Education, Mr. D'Agostino taught industrial arts.

APPENDIX C

Questions for Students to Ask Speaker _____

Questions for Lou Esposito, Instrument Technician

- ☐ What do you spend most of your time doing?
- ☐ What is your work schedule?
- ☐ How do you get to work each day?
- ☐ What tools do you use to repair aircraft instruments?
- ☐ What education and / or training did you need to be an Instrument Technician?
- ☐ Do you work by yourself or with other people?
- ☐ Where did you learn to play basketball?
- ☐ What do you like best about your job?
- ☐ What do you dislike about your job?
- ☐ What is the salary range for an instrument technician?
- ☐ Is your house adapted for wheelchairs in any way?
- ☐ Do you have any special skills or natural talent which help you to do your job?
- ☐ Did your parents encourage you to do things by yourself?

- ☐ What physical abilities do you need to be an Instrument Technician?
- ☐ How did you find your present job?

If there are other questions you would like to ask Mr. Esposito, you can write them on the lines below.

_____

_____

Questions for Gerry D'Agostino, Proprietor (small business)

- ☐ What hours do you work?
- ☐ Do you work by yourself or with other people?
- ☐ What do you spend most of your time doing?
- ☐ Who is your boss?
- ☐ What are some of the things you like about having your own business?
- ☐ What are some of the things you don't like about having your own business?
- ☐ Why did you decide to go into business for yourself?
- ☐ Why did you choose to have a sharpening and repair shop?
- ☐ What kind of person is usually suited to running his / her own business?
- ☐ Did you need a lot of money or equipment to start your business?
- ☐ Can you pay yourself as high a salary as you want?

- ☐ What happens to the shop if you're sick?
- ☐ Do you work harder for yourself, in your own shop, than you did when you were teaching and working for someone else?
- ☐ How do you find customers?
- ☐ Do you have to be good in math to run your own business?
- ☐ Why did you decide to locate your business in Port Washington?

If you have other questions you would like to ask Mr. D'Agostino, you can write them on the lines below.

_____

_____

APPENDIX D

Speakers' Bureau Appraisal

DIRECTIONS: Check the best answer.

1. Most people
   - ☐ like some things about their jobs and dislike some things
   - ☐ like everything about their jobs
   - ☐ dislike everything about their jobs
2. When considering a career, it is important to know
   - ☐ what education and / or training is necessary
   - ☐ whether you will have a big office
   - ☐ if your friends like this career
3. If you'd like to earn a big salary, it's important to know
   - ☐ how much money your friends earn
   - ☐ what the salary range for an occupation is
   - ☐ how much a new car costs

4. Most people work

   - ☐ from nine o'clock to three o'clock
   - ☐ when they feel like it
   - ☐ according to their work hours

5. When considering employment, it is important for people in wheelchairs to consider

   - ☐ how they will get to and from work
   - ☐ whether they have to bring their lunch
   - ☐ whether they will be in an office

6. Some types of work can be done at home. Which of these occupations could you do at home?

   - ☐ accountant
   - ☐ sales clerk
   - ☐ rehabilitation counselor

7. Someone who likes working with other people could consider becoming a

   - ☐ computer programmer
   - ☐ recreational therapist
   - ☐ graphic designer

8. When choosing a career, it is most important to find out

   - ☐ if there will be many future openings in the field

- ☐ whether you need to wear a suit or dress to work
- ☐ whether you will have a coffee break

9. Most people decide on a career

- ☐ when they are seven years old
- ☐ when their parents tell them what they should do
- ☐ by exploring and experimenting with different jobs

APPENDIX E

Speakers' Bureau Statistical Data

Human Resources School
Career Education Speakers' Bureau, 1978-79

Total Number of Speakers	43
Women	18
Men	25
Disabled Speakers	22
Men	15
Women	7
*Professionals	21
Managerial	10
Office	6
Self-employed	4
Students	2
Technical	2

*Two speakers overlapped into two categories.

APPENDIX F

Occupations Represented in Human Resources School Career Education

Speakers' Bureau, 1978-79

* Accountant (self-employed)
Advertising Director (private company)
Assistant Vice-President, Data Processing (bank)
* Budget Administrator (Abilities Inc.)
* Chairman, Department of Chemical Engineering, (university)
Chief Clinical Dietician (hospital)
* Clerk (race track)
* Clerk (travel agency)
* College Student (university)
Computer Operator (bank)
* Coordinator, College Work Orientation Program (Abilities Inc.)
Coordinator, Social Work Education Center (hospital)
Copy Editor (newspaper)
* Credit Analyst (bank)
Deputy Commanding Officer (county police department)
Director, Career Education (Human Resources Center)
Engineer (technical institute)
* General Foreman (Abilities Inc.)
Graphic Designer (Human Resources Center)
* Instrument Technician (aircraft company)
Lab Technologist (hospital)
* Medical Records Clerk (hospital)

* Physically disabled speaker

Medical Review Clerk (hospital)
* Medical Secretary (Human Resources Center)
Medical Transcriber (hospital)
* National Director, Consulting Services (insurance company)
Para-legal (nonprofit organization)
Personnel Assistant (private company)
Personnel Director (private company)
Post-doctoral Astronomy Student (university)
* President and Executive Vice-President (Abilities Inc.)
Psychologist (Human Resources Center)
* Recreational Therapist (medical center)
Research Associate (Human Resources Center)
* Resource and Controls Manager (aircraft company)
Selective Placement Coordinator (federal government agency)
* Senior (Human Resources School)
* Small Business (franchise) Owner and *wife
Small Business Owner
* Supervisor, Manufacturing and Engineering Department (Abilities Inc.)
Systems Engineer (private company)
* Vice-President, Research and Training Department (Human Resources Center)
* Yoga and Elementary School Teacher (Human Resources School)

The Career Education Program

The Career Education Program at Human Resources Center is built around three themes: self-concept, decision-making as it relates to relative independence, and career awareness. These three themes permeate the entire K-12 program and reflect the developmental patterns of the student as he / she passes through the career development process. A career is a life-style of choice. The educational program is designed to enable the student to develop a realistic appraisal of self; to develop decision-making skills, which direct the individual to an increasing sense of control of his / her life-style; and to enable the student to have sufficient knowledge of career opportunities so that decisions related to career choices are not made in a vacuum. To this end the career education program includes:

1. Career Education Curriculum K-8. This consists of activities related to the above themes that can be infused into the regular curriculum of the school.

2. Career Guidance 9-12. This consists of ten-week group guidance programs for each of the four grade levels, with materials related to the three themes developed in increasing depth and intensity throughout the high school experience.

3. Speakers' Bureau 4-12. Speakers associated with varied career opportunities relate information regarding their work to students grouped according to grades 4-6, 7-8, and 9-12. Approximately fifty percent of the speakers are severely disabled and, in effect, provide role models for the students. The culminating experience for this aspect of the program will be a career day planned jointly with able-bodied students from a neighboring school. Parents will be invited to attend both the Speakers' Bureau and the career day.

4. Business Ventures. Classroom business ventures develop student skills in planning, implementing, and evaluating actual business endeavors through "hands-on" experiences. The establishment of an advertising company, a recycling company, a woodworking store, and other businesses help

students gain educational as well as business experience. These real-world learning situations are integrated into the school program. The intent of the Business Ventures program is to have students assume more responsibility for the conduct of the ventures as the students reach senior high school. This will enable students to develop their decision-making skills more fully and, therefore, increase their sense of control over their environment through experience with simulated business ventures.

5. Field Trips. Field trips centering around career opportunities are an integral part of the program for educational enrichment of the child. These outside experiences thrust the students into varied environments, which enable them to come to an understanding of their mobility potential, and provide opportunities for social growth beyond the classroom experience.

Media presentations developed for use in Human Resources Center's 360° Planetarium Theater bring inaccessible environments to the students. These productions, focusing on work in factories, restaurants, radio stations, newspapers, and other career areas help students gain career insights.

6. Work Experience Program. The work experience program consists of five experiences requiring increasing responsibility with regard to mobility skills and level of personal independence. The program begins with a functional capacities evaluation and / or a prevocational evaluation as early as grade 9. Shadowing experiences, which allow students to observe workers at work sites, are provided in grades 9 and 10. Skills training takes place in grades 10 and 11. Work experience placements in Human Resources Center occur in the fall of the senior year. Work experience placements, outside of Human Resources Center, will occur in the spring of the senior year with the goal being transition to full-time employment upon graduation.

7. A Transitional Living Experience. An independent living skills curriculum has been developed by Human Resources School. This involves classroom instruction and a live-in experience of various duration related to grade level in an adapted home environment. The purpose of the program is to promote student independence. This field experience is the culmination of curriculum activities that relate to self-concept and decision-making skills.

8. Research and Related Studies. The research model involves a longitudinal assessment of the impact of the total educational program on the self-concept, locus of control, and career awareness and interest of the students from K through 12. Standardized components, such as the speakers' bureau, business ventures, field trips, and the transitional living experience, will be evaluated as to the competencies they have developed through criterion-referenced tests. A data bank on the students has been established and will be used as a source to generate research problems for further study. Last, a follow-up study of graduates will be pursued to develop case studies relating to the problems encountered in effecting the transition from school to work.

The National Career Education Advisory Council has assisted in the development of the total program. The following council members will participate in the planning and direction of the program in the future.

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HUMAN RESOURCES CENTER: AN OVERVIEW

Human Resources Center is a private nonprofit organization dedicated to providing educational, vocational, social, and recreational opportunities for the severely disabled. The Center's broad spectrum of programs encompasses job training and placement, academic and vocational education, independent living, research, and information dissemination. Founded in 1952 by Dr. Henry Viscardi, Jr., Human Resources Center is composed of three coordinated units: Abilities Inc., Human Resources School, and the Research and Utilization Institute.

Abilities Inc. conducts programs of work evaluation, training, job development, and career placement for the disabled. Its demonstration work center employs disabled adults in fields that include electronics, telephony, banking, data processing, and other clerical and industrial operations.

Human Resources School offers tuition-free education to over 230 severely disabled children. Chartered by the Board of Regents of the State of New York, it provides a full academic curriculum and extracurricular program to previously homebound children from prekindergarten through high school level, as well as a summer camp.

The Research and Utilization Institute conducts research relating to the severely disabled, initiates and develops demonstration projects in rehabilitation and professional training, and disseminates information and program models nationally.

In August of 1977, Human Resources Center announced the establishment of a national Center on Employment of the Handicapped on its Albertson, Long Island, campus. The national Center will help communities across the nation increase and enhance employment opportunities for millions of disabled Americans.

The nucleus of this national Center is the *Industry-Labor Council,* an outgrowth of the White House Conference on Handicapped Individuals. The Industry-Labor Council unites labor, industry and rehabilitation, directing its efforts toward developing employment opportunities for our handicapped population through serving the needs of the employer community.

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